

# Unit Planning Guide: Grade 8 Unit 6 weeks 26-30

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| Unit Title: Isn't it ironic? (Isn't that "punny?") | Pacing (Duration of Unit): weeks 26-30 |
| Grade: 8   | Buffer Day(s): 3-5                     |

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to sit a particular audience and purpose

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**RL.MA 8.a** Identify and analyze the characteristics of irony and parody in literary works.

**L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**.a** Interpret figures of speech (e.g. verbal irony, puns) in context.

#### Supporting Standards

- **L.8.5. b.** Use the relationship between particular words to better understand each of the words.
- **C.** Distinguish among the connotations of words with similar denotations.

#### WiDA Standards (ELL)

**WiDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

- In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Figures of speech uncover deeper meaning in texts
- Irony and parody are used by writers to deepen and extend the underlying meanings of words
- Organization is the key to good writing

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How does a writer allow you to “see” deeper meaning?
- Why is it important to organize my writing?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Characteristics of irony and parody
- Figures of speech , including connotation and denotation

Strongly suggested anchor text: “The Tell-Tale Heart” by Edgar Allen Poe

**Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- *Producing clear, coherent, and organized writing*
- *Identifying examples of irony and parody in written works*
- *Analyzing and interpreting figures of speech*

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